



(RESEARCH ARTICLE)



Influence of types of training on teachers' preparedness for the implementation of the competency- based curriculum in Trans-Nzoia County, Kenya

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Abstract

This study sought to establish the public primary schools' preparedness for the implementation of the Competency Based Curriculum in Trans Nzoia County; Kenya by determining the types of training among the teachers. Descriptive Survey Research Design was used. The target population was 4,414 teachers. The sample size was 443 teachers. Simple random sampling was used to get the 443 teachers from 5 Sub-Counties. Descriptive statistics was employed to summarize sample characteristics included percentages and means, while inferential statistics, One-way ANOVA test was used to establish variations on opinions of teachers of Grades 1 to 4. The study revealed that teachers were not prepared to take care of learners enabled differently since 69% had not trained in sign language and hence were not fully trained for the implementation of the Competency Based Curriculum in public primary schools.

Keywords: Competency Based Curriculum; Implementation; Types of Training; Teachers

1. Introduction

According to RoK (2023), only a small number of instructors had received the Competency Based Curriculum implementation training; the training program was hurried; and there were several errors in the interpretation of the Curriculum designs, which created further difficulties. The stakeholders also identified superficial training and insufficient assessment capability as weaknesses in the implementation. The TSC-organized training was hasty, shallow, and delivered by unqualified instructors. The facilitators' interpretations of the curriculum designs varied, and they were unable to fully address the questions that were posed (RoK, 2023). Teachers lacked faith that their training was sufficient to manage the new curriculum. There should be a sufficient schedule, and training sessions should start early to provide teachers time to interact with the material and look for different support networks before presenting the material to students. All areas should conduct teachers' training workshops thoroughly, competently, and simultaneously (UNESCO, 2022).

Studies by Smit and George, (2020) evaluated how primary school teachers experience education policy change in South Africa. The study was qualitative in nature and interviews and questionnaires were used to collect data from purposefully sampled teachers from randomly chosen schools to represent the whole region. A total of 24 BEd teacher students, enrolled at the University of Pretoria and 28 BEd teacher students enrolled at the University of Natal responded to the questionnaires. The study found that legislation and communication of policies for educational change depend on what teachers "think" and do as well as their personal disposition and feelings concerning change or policies proposing change. The study further revealed teachers planning and communication skills significant influence implementation of curriculum activities in schools. This study sought to find out the types of training for public primary schools in Trans Nzoia County.

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A study on the evaluations of Nigerian teachers' professional development in the application of Competency Based Curriculum (CBC) was carried out by Everard and Morris in 2020. Using questionnaires and interviews, they gathered information from 120 instructors and 20 educational officials using a descriptive survey approach. They discovered that the teachers experienced a number of difficulties, including inadequate training, a lack of resources, and subpar supervision, and that they had low levels of pedagogical ability and readiness for the CBC. To guarantee the successful execution of the CBC, they suggested that the government give educators and educational administrators' greater assistance and direction (Everard and Morris, 2020). This study looked at the types of training for public primary school teachers in Trans Nzoia County in relation to their preparedness for the implementation of the Competency Based Curriculum.

Scholars Sparks and Richardson (2022) examined effects of continuous update of knowledge and skills on implementation of curriculum in South Africa. The article criticizes the numerous curricular changes that South Africa has implemented since 1994 and makes the case that they have not succeeded in addressing the injustices and socioeconomic disparities that still exist in both society and the classroom. The paper reveals how neoliberal practices and policies affect South African education and development by utilizing the theoretical frameworks of Critical Pedagogy and Social-Cultural Capital. The study found out that teachers' continuous update of knowledge and skills were ineffective on implementation of curriculum. The authors demanded that the curriculum be drastically changed to better meet the needs and goals of the vast majority of South Africans. This forms part of the justification for curriculum review in Kenya.

2. Results and discussion

2.1. Types of Training among Primary School Teachers

The study sought to determine types of training among primary school teachers for the implementation of the Competency Based Curriculum in Trans Nzoia County, Kenya. The training was to be centred on Communication and Digital Literacy, Critical thinking and Creative thinking and Integration of the 21st century skills in assessment of learners among other aspects. It was therefore important to establish the types of training of key personnel, the teachers, in order to find out the preparedness of public primary schools for the implementation and management of the Competency Based Curriculum in Tans Nzoia County, Kenya.

2.1.1. Response of Teachers on Training

Teachers were asked to indicate the types of training that had taken place among them, based on the implementation and management of the Competency Based Curriculum. The responses were determined on a 5 - point Likert rating scale as follows: 1 Never Trained 2. Still Training 3. Not Sure 4. Trained 5. Well Trained. The results are presented in Table 1

Table 1 Types of training among primary school teachers

Types of training among primary school teachers (n=345)	Never Trained		Still Training		not sure		Trained		Well Trained		Mean	Std.
	N	%	N	%	N	%	N	%	N	%		
Professional Courses	54	16%	88	26%	18	5%	99	29%	86	25%	3.22	1.232
Teacher-support Courses	61	18%	96	28%	12	3%	134	39%	42	12%	3.00	.965
English	49	14%	38	11%	11	3%	152	44%	94	27%	3.58	1.421
Kiswahili	56	16%	85	25%	18	5%	98	28%	87	25%	3.21	1.287
Kenya Sign Language for trainees who are hearing impaired	237	69%	66	19%	6	2%	22	6%	11	3%	1.54	.754
Physical and health education	266	77%	44	13%	6	2%	24	7%	4	1%	1.41	.689
Composite value											2.66	

KEY: 1. Never Trained 2. Still training 3. Not sure 4. Trained 5. Well trained; Source: Researcher, 2024

From Table 1, it can be deduced that the average mean for the study was 2.5 as derived from the minimum mean of 1.00 and the maximum mean of 5.00 respectively. Based on these findings it is revealed with a mean of 2.66 and standard deviation of 1.201 that training among primary school teachers is slightly above the average mean of 2.5. These revealed a majority of the teachers were satisfied with the training among primary school teachers.

The respondents agreed that teachers had been trained on professional Courses (Mean = 3.22, SD = 1.232). 54 (21%) respondents were never trained, 88 (26%) respondents were still training, 18 (5%) respondent were not sure, 99 (29%) respondents were trained and 86 (25%) respondents were well trained. On being interviewed a head teacher commented

“In my school, majority of teachers have attended at least one or more trainings on competence based curriculum”

More than half of the teachers indicated that teachers had been trained on teacher-support Courses (Mean = 3.00, SD = .965). 61 (18%) teachers were never trained, 96 (28%) teachers were still training, 12 (3%) teachers were not sure, 134 (39%) teachers were trained and 42 (12%) teachers were well trained.

The questionnaire sought to find out if the teachers had been prepared for new pedagogy for the CBC in English and Kiswahili languages. They indicated that they had been trained on English language curriculum implementation (Mean = 3.58, SD = 1.421). 49 (14%) teachers were never trained, 38 (11%) teachers were still training, 11 (3%) teachers were not sure, 152 (44%) teachers were trained and 94 (27%) teachers indicated that they were well trained.

The teachers also indicated that teachers had been trained on Kiswahili language curriculum implementation (Mean = 3.21, SD = 1.287). 56 (16%) teachers were never trained, 85 (25%) teachers were still training, 18 (5%) teachers were not sure, 98 (28%) teachers were trained and 87 (25%) teachers were well trained.

However, 69% of the respondents indicated that teachers had never been trained in Sign Language for trainees who had hearing impaired (Mean = 1.54, SD = .754). 237 (69%) teachers were never trained, 66 (19%) teachers were still training, 6 (2%) teachers were not sure, 24 (7%) teachers were trained and 4 (1%) teachers were well trained. The Koech Report (1999) had among other recommendations envisaged an education system that was all round under the Totally Integrated Quality Education and Training (TIQET). The report emphasized on a need to re-evaluate the goals and objectives of education in the Kenyan context. The existing Education Act at that time, it argued, was outdated because it neglected crucial areas of education including early childhood care, development and education, education for those with special needs. Special needs education is very key in African societies because most of these children were regarded as a bad omen to the families and society and ended up being neglected and even hidden from public view. The fact that nearly 70% of the teachers indicated that they had not been trained in sign language posts a gap on the management of the training programmes for teachers to handle children with hearing impairment. According to the Koech Report, the country needed to focus on providing the resources needed to build a comprehensive education system that would provide a high quality of education for all including learners with special needs who include those with hearing impairment.

The report was however shot down by parliament not because it was bad but it was too expensive to implement. With the introduction of the Competency Based Curriculum, many stakeholders including parents and politicians have argued that the CBC is an expensive curriculum which may compromise its effective implementation and management. Tracing Education reforms in Kenya since independence reveals that every new government prefers an education system that identifies with it compromising effective implementation and management of the existing education systems since each the success of each system revolves around the allocation of resources.

The Koech Report was to look at ways and means of enabling the Kenyan education system to facilitate national unity, mutual social responsibility, accelerated industrial and technological redevelopment, life-long learning, and adaptation in response to the country's changing needs in a global environment (Koech, *ibid*). Public view of a new curriculum is central to its effective implementation and management. The public perceived that the 8-4-4 education system was not delivering as had been anticipated when it is established. Major complaints included access, quality, equity, and the system's relevance to the needs of Kenyans, many of whom were unemployed even after completing a university education.

The Koech Commission adopted a comprehensive, multi strategy approach to involve as many Kenyans as possible in its work. The report concluded that, like most other developing countries, Kenya faced the challenge of providing quality education to all Kenyans against the backdrop of a growing population and dwindling resources. It is rarely possible to effectively implement and manage a new system of education without sufficient resources and public support.

Resources need to be allocated for all sectors including the preparation of teachers to handle learners with special needs including those with hearing impairment. The Koech Report also identified several major areas in which education had fallen short over the years since independence and described the consequences. Shifting policies kept education from attaining national goals, and the nation's moral fabric was declining. It sighted poor coordination of education services among various ministries and too much centralization of decision-making in formal education services at the Ministry of Education (MoE), hampering growth and development.

The objectives of the 8-4-4 system of education were laudable but implementation and management was haphazard and lacking in several crucial ways, especially the initial failure to consult with crucial stakeholders and inadequate monitoring to ensure that educational personnel and institutions were prepared to implement it successfully. The introduction of the Competency Based Curriculum has faced similar concerns especially on public participation as enshrined in the Kenyan Constitution 2010. Similar challenges are believed to have led to poor rendering of the curriculum's practical orientation of the 8-4-4 curriculum implementation and management. The concerns that most parents could not afford the basic resource support for the 8-4-4 system viewing it as expensive are still relevant to the Competency Based Curriculum Implementation and complicating its management. Implementation and effective management of an education system calls for an understanding of the national goals, objectives, values and virtues by all key stakeholders including parents.

The Koech Report visualized education management challenges by trying to remove restrictive selection of learners to the next level and planning for the provision of a universal and compulsory basic education over a planned period of time with special measures to address the needs of disadvantaged groups, especially those with special learning needs. This resonates well with the pathways created by the Competency Based Curriculum.

Further more than three quarters of the respondents had not been trained on Physical and health education (Mean = 1.41, SD = .689). 266 (77%) teachers were never trained, 44 (13%) teachers were still training, 6 (2%) teachers were not sure, 24 (7%) teachers were trained and 4 (1%) teachers were well trained.

According to RoK (2017) Hygiene and Nutritional Activities are meant to equip learners with the basic knowledge, skills and attitudes that promote healthy lifestyle. Here it is expected that learners not only have to take care of their own wellbeing but also that of others within their environment. Among practical lifestyle activities as postulated by Republic of Kenya (ibid), cover regular monitoring of growth, dental health, immunization and deworming. These health practices are meant to bring up healthy learners increasing retention in school and produce a healthy national with less strain on public spending on health. The study found out that teacher training on this crucial aspect of learning which directly affects the learners had 77% of the teachers not trained.

On being interviewed a head teacher commented; "generally speaking, teachers' perceptions about the new curriculum after training are favorable, deeming the influence of the curriculum important" this means the training is important.

2.1.2. Influence of Teachers of Different Grades on Types of Training

This section shows variation of opinion of teachers of different grades of the classes they teach, on their level of training. Information from teachers of grades 1, 2, 3 and 4 on the level of training was analyzed. In the questionnaire, the teachers were asked to indicate the types of training that had had on the implementation of the Competency Based Curriculum. The responses were determined on a 5 - point Likert rating scale as follows: 1 Never Trained 2. Still Training 3. Not Sure 4. Trained and 5. Well Trained. The findings were summarized in table 2.

The findings of the study in table 2 show that the five categories of grades and their level of training on the Competency Based Curriculum. Grade 4 teachers indicated that they were well trained (Mean = 4.635) , Grade 3 teachers indicated that they were trained (mean = 3.986) , Grade 3 teachers indicated that they were still training (mean = 2.351) , Grade 1 teachers also indicated that they were still training (mean = 2.253) and other grades indicated that they were still training (mean = 1.865).

Table 2 Influence of teachers of different grade on level of training among primary school teachers

Grade	Mean	Description
Grade 1	2.253	still training
Grade 2	2.351	still training
Grade 3	3.968	trained
Grade 4	4.635	well trained
Other Grade	1.865	still training
Total	345	100%

KEY: 1. Never Trained 2. Still training 3. not sure 4. Trained 5. Well trained

To establish the extent of variation of opinion of the four categories of grades and their level of training on the Competency Based Curriculum, statistical analysis were done using ANOVA. This is presented in tables 3

Table 3 Distribution of five categories of grades and their types of training

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
Age	Between Groups	.125	5	.682	93.236	.000
	Within Groups	31.365	428	.125		
	Total	31.49	434			

There is a statistically significant difference between groups as determined by one-way ANOVA ($F(5,428) = 93.236$, $p < 0.0001$) at $\alpha = 0.05$) for five categories of grades and their level of training on the Competency Based Curriculum. This shows that the different grades differed on the level of training. Grades 3 and 4 had more training on CBC compared to their counterparts in Grades 1 and 2 and other grades.

Effective training of teachers is very important since they are regarded as the most important resource in curriculum implementation. Introduction of a new curriculum therefore calls for new pedagogical training of the teachers. Revelations by this study that Grade 3 and 4 Teachers had received more training than their Grade 1 and 2 counterparts paints a picture of a system that was not prepared to equally train all teachers in public primary schools in Trans Nzoia County in Kenya. Teachers are expected to adopt and implement the curriculum as envisaged by the Kenya Institute of Curriculum Development. Thus successful implementation of a new curriculum largely depends on how well the teachers have been trained. The teachers require new training and change of attitude from the 8-4-4 system to the Competency Based Curriculum. The former placed the teacher as the instructor and owner of knowledge was a passive recipient who was expected to reproduce the same in one summative evaluation after 8 years of study. The Competency Based Curriculum places the learners as the driver of their knowledge and relegates the teacher to a guide who creates an enabling environment for learners to discover their knowledge as they develop skills in critical thinking, problem solving and collaboration among other skills. This point to the fact that the success of the curriculum depends on the teachers. Availability of properly trained teachers is therefore, a factor that makes the implementation and management of the Competency Based Curriculum in public primary schools in Trans Nzoia County a success. It was important for this study to compare the training levels for teachers who teach Grades 1 and 2 and those who handle Grades 3 and 4. The one-way ANOVA ($F(5,428) = 93.236$, $p < 0.0001$) at $\alpha = 0.05$) revealed that there was a statistically significant difference between the training received by teachers who teach Grades 1 and 2 and those for Grades 3 and 4. However, training of teachers for a new curriculum is a continuous process and not a stagnant one as emerging issues emerge in society.

2.1.3. Responses from Curriculum Support Officers (CSOs) on Types of Training

This study sought information from the Curriculum Support officers sampled from the 25 zones in Trans Nzoia County. This is because these were the immediate trainers for both the Head Teachers of primary schools and the classroom teachers. These officers were key in its implementation. This training was to at the end of it align the curriculum with

Vision 2030, constitution 2010 and the East African Community curriculum harmonization structure. The Head Teachers who are the implementers of this new curriculum were to prepare adequately by these officers in order to facilitate a smooth transition from traditional teaching materials to more innovative and digital resources.

Training for these officers was to be done by Curriculum Support Offices (CSOs) stationed in sub-unit education administration areas called zones spread out in the whole County (RoK, 2017). For the case of Trans Nzoia County, there were 25 zones, meaning a total of 25 officers. 6 questionnaires were given out but 5 were returned giving a sample size of 20%. According to RoK (2017), the aims of the training were to: prepare education officers, curriculum implementers, supervisors and evaluators for effective Competency Based Curriculum implementation, equip teachers with requisite skills to facilitate differentiated learning to ensure that all learners are fully engaged in learning and provide a common understanding of the concepts of the new curriculum in order to have and uniformity in training.

The Curriculum Support Officers' questionnaire sought to find the following: whether there was training for the teachers on the use of Portfolio Projects in assessing the learners, the use of class discussion to assess the learners, planning for learner assessment tailored to the learners' needs, guiding learners on self-evaluation and understanding that the National Standardized Achievement Tests were the most effective methods of assessing learners.

Curriculum Support Officers (CSOs) were asked to indicate the types of training that had taken place among primary school teachers based on the implementation of the Competency Based Curriculum. The responses were determined on a 4- point Likert scale rating as follows: 1. Not sure 2. Never Trained 3. Well trained 4. Still training. The results are presented in Table 4. For effective implementation of this new curriculum, proper training at all levels was necessary. The effectiveness of this training is therefore very important for the success of the implementation of the Competency Based Curriculum. It is for this reason that this study sought to establish the levels of preparation of teachers by their trainers on the implementation of the Competency Based Curriculum in public primary schools in Trans Nzoia County. This would in turn bring out the schools' preparedness on the implementation of this curriculum in the County.

The last person in touch with the learners is the teachers. The types of training for teachers are also very important in the implementation of this curriculum because they implement the ideas and aspirations of the curriculum designers, the Kenya Institute of Curriculum Development (KICD). The success of curriculum implementation therefore largely lies with the teacher while its effective management lies with the Head Teacher. The two however rely on the training given by the Curriculum Support Officer (CSO). The types of trainings that the teachers had received or continued receiving directly imparts on the implementation of this new curriculum in public primary schools.

Table 4 Response from Curriculum Support Officers (CSOs) on types of training

Curriculum Support Officers (CSOs) on training among primary school teachers	N	Mean	Std. dev
The teachers in my zone have been trained to use Portfolio projects in assessing learners	5	2.564	1.235
The teachers in my zone have been trained to use Classroom discussions to assess learners	5	3.523	1.632
The teachers in my zone have been trained to plan learner assessment tailored to learner needs	5	1.251	1.430
The teachers in my zone have been trained to guide learners in self-evaluation	5	1.253	.965
The teachers in my zone understand that National standardized achievement tests are the most effective method in assessing learners in class.	5	2.3654	1.382

KEY: 1 Not sure 2.Never Trained 3. Still Training 4. Trained 5. Well Trained

The parameters used for Curriculum Support Officers were different from those for teachers since they had privy information about training which their trainees may not have had. The Curriculum Support Officers (CSOs) who participated in the study indicated that teachers in their zone were still being trained to use Portfolio projects in assessing learners (mean =2.564 SD=1.235). They also indicated that teachers in their zone had been trained to use to use Classroom discussions to assess learners (mean =3.523 SD=1.632). On learner assessment, the CSOs indicated that teachers in their zone have never been trained to plan learner assessment tailored to learner needs (mean =1.251 SD=1.430). The CSOs also indicated that teachers in their zone have never been trained been trained to guide learners in self-evaluation (mean =1.253 SD=0.965).

The Curriculum Support Officers (CSOs) indicated that teachers in their zone are still training national standardized achievement tests are the most effective method in assessing learners in class. (Mean =2.3654 SD=1.382). When the Kenya government rolled out a programme for training Head Teachers and their deputies for the Competency Based Curriculum in December, 2016 (RoK, 2017), The Curriculum Support Officers were to play a central role in Training The Head Teachers and teachers on the new Competency Based Curriculum pedagogy in a programme referred to as Strategies for the implementation of training. The training matrix put the Curriculum Support officers at the apex of primary school Head Teacher and Classroom teacher training on the implementation of the Competency Based Curriculum. The survey in public primary schools in Trans Nzoia County, Kenya reveals that teachers in their zones had never been trained to plan learner assessment tailored to learner needs of the learners (mean =1.251 SD=1.430). Of great concern also is the fact that teachers in their zones had never been trained to guide learners in self-evaluation (mean =1.253 SD=0.965). Self – evaluation is an important component of the Competency Based Curriculum and core in the shift from teacher instruction to learner participation.

It was presumed that the strategies were to begin with the development of Trainers of Trainers (TOT) then train other key stakeholders including The Kenya Institute of Curriculum Development (KICD), Education Standards and Quality Assurance Council (ESQAC), The Kenya National Examinations Council (KNEC), Centre for Mathematics, Science and Technology Education (CEMASTEVA), The Kenya Education Management Institute (KEMI), Kenya Institute of Special Education (KISE), The Commission for University Education (CUE), Universities, Teacher Training Colleges (TTCs), Technical and Vocational Education Training Authority (TVETA), County Directors of Education (CDEs), Teachers Service Commission, County Directors (TSC CDs) and Curriculum Support Officers CSOs). This study is limited to the Curriculum Support Officers, the Head Teachers and classroom teachers. The Curriculum Support Officers were then to train the Head Teachers and teachers. The training was to be centered on Communication and Digital Literacy, Critical thinking and Creative thinking and Integration of the 21st century skills in assessment of learners among other aspects. Assessment of learners according to RoK (2017), was to include learner self – evaluation, skill that had not been passed on by Curriculum Support Officers to the teachers. The 8-4-4 curriculum required teachers to pass knowledge to the learners as the learners remain passive participants in the process. On the contrary, the Competency Based Curriculum aims at having teachers who are specialized in pivotal learning areas such as guiding learners in self-evaluation. Teachers need to have additional enhanced skills and confidence in a range of modern pedagogical tools such as guiding learners in self-assessment. This makes the learners to own the learning process as they build confidence and self-esteem. This is a precursor for societal change to individuals who are patriotic citizens and people with positive attitude about themselves and their achievements.

Self-evaluation also brings up learners who are encouraged to further expand their knowledge as they get exposed to real life situations. Proper implementation and management of the Competency Based Curriculum will enable learners to come out with their own understanding of their situations as they develop problem solving skills.

As postulated by RoK, (2017), an effective curriculum is designed to facilitate the acquisition of skills and knowledge that align with what the learner need to learn. Finding in this study agree with RoK, (2017), the document that laid the framework for the Competency Based Curriculum in Kenya, that self- evaluation by learners is more relevant to the implementation of the Competency Based Curriculum than in the outgoing curriculum in Kenya. Curriculum is how the lesson is planned, designed, and constructed to address the given standards. Instruction is the way the curriculum is delivered to students. In the Competency Based Curriculum however, the learner is expected to take a lead in the learning process and also participate in the assessment process through self -evaluation. The study found out that the sampled Curriculum Support Officer had never trained the teachers on how to guide learners in self-evaluation. This study also revealed that the sampled Curriculum Support Officers had also not trained teachers in their zones on how to plan learner assessment tailored to learner needs (mean =1.251 SD=1.430). As seen in the literature review, the Competency Based Curriculum implementation revolves around the learner more than the teacher. For effective implementation, it therefore requires that teachers are well trained in guiding the learners in self-assessment and planning learner assessment tailored to learner needs. This is the essence of the Competency Based Curriculum implementation. The Competency Based Curriculum envisages continuous assessment of the learner with priorities on talent identification, nurturing and placement. The training should therefore be tailored towards this and the teachers appropriately trained.

Teachers play effective role in the development and implementation of curriculum because they plan for the learning of learners, prepare teaching methodologies for various learners both time takers and fast learners. Each learner is believed to have a special talent. The Competency Based Curriculum envisages group success as learners collaborate with each other to solve societal problems in their environment. This deviates from the 8-4-4 pedagogy where learning is more individualistic and the learner a passive participant. Creativity and innovation among learners is emphasized in

the Competency Based Curriculum where learners are encouraged to think outside the box. It is the role of the teacher to create the right environment for the learner.

The Curriculum Support Officers also indicated that teachers in their zone were still training on National Standardized Achievement tests which are the most effective method in assessing learners in class. (Mean =2.3654 SD=1.382). Given that the Competency Based Curriculum emphasizes on continuous assessment, it means the curriculum may have been started before teachers were effectively trained on proper assessment of learners. This agrees with concerns from stakeholders on Assessment and Examinations for example Machagua, (2022) notes that questions arise about the validity of formative assessment due to tampered scores that were entered into the KNEC portal by teachers and business representatives at internet cafés. This agrees with findings in this study that internet connectivity in public primary schools was at 7% meaning the teachers had few options in uploading learner assessment marks on the KNEC portal.

The Presidential Working Party on Education Reform, RoK, (2023), popularly known as the Munavu Report outlined a number of challenges that the schools encountered that could endanger both the quality of instruction and the effective implementation of the Competency Based Curriculum. These included inadequate digital literacy. The Competency Based Curriculum Implementation is centered on digital literacy by all players. Electricity supply and internet connectivity are therefore very crucial not only in the learning process but also in assessment.

In a report published by The National Assessment Systems for Monitoring Learner Achievement (NASMLA) in 2018 showed that there low literacy rates in Early Years Education (EYE) that were caused by among other things lack of support and supervision for different implementers. These results support a survey on reading and numeracy in Kenya that showed that early learning levels were unchanged (Uwezo, 2014). It was found that public schools had the lowest level of readiness for digital learning, with only seven out of every 100 students in these schools being able to use online learning tools (Uwezo Report, 2020). In the Competency Based Curriculum, students are expected to acquire foundational learning competencies in the Early Years of Education (EYE). However, the results of the research revealed that learners are not living up to these expectations. With these shortcomings, proper assessment of learners in the Competency Based Curriculum becomes a challenge hence its implementation and management.

The Competency Based Curriculum Implementation requires that learners critically look at the problems they encounter. Studies by Bell (2010) found out that learners solve real world problems by designing their own inquiries, planning their learning, organizing their research, and implementing a multitude of learning strategies thus the 21st century skill; Critical thinking or problem solving. Self- evaluation after a task is therefore very critical here. According to Lombaridi (2007), students are motivated by solving real world problems. This prompted this study to establish the types of training that teachers had been given by the Curriculum Support Officers. The teachers are expected to teach learners to gather relevant information from various sources, for example teachers, parents, newspapers, digital sources or the library and help them develop a more objective and systematic way to deal with problems. Informal activities, such as organizing a birthday party or a picnic, would help the learners understand the procedures of information gathering and its importance.

This is an induction approach to help the learners form a holistic concept from the characteristics of different things. The learners are thus trained to observe the various characteristics of things their similarities, differences as well as relationships and then exercise induction. Through discussions, the learners learn to look into problems and are thus motivated to think. Through discussions, they express their own views and at the same time listen to other learner's views, so that they can review their own. The teacher needs to ensure that each child is given equal opportunity to participate in discussions and hence must be trained by the Curriculum Support officers in guiding learners on group discussion and use the same in assessing learners. This study established from the sampled Curriculum Support Officers indicated that teachers in their zones had been trained to use Classroom discussions to assess learners (mean =3.523 SD=1.632). Discussions can promote greater interaction among learners besides helping them to realize the importance of accepting other people's views while expressing their own. Discussion also enhances the 21st Century skill, Collaboration among the learners. To achieve proper discussion, the teacher should put in mind proper classroom arrangement in order to provide a conducive environment for discussion. This requires good planning in the use of space, arrangement of furniture and display of learning materials. Flexibility should be allowed so that the arrangements can vary according to the type of learning activity adopted at the time. For example, desks and chairs can be arranged in groups rather than in straight lines so that the learners can work in groups of various sizes according to their different abilities and learning needs.

From these findings, the study therefore concludes that the teachers were still training on portfolio projects and classroom discussion skills but had not trained on assessment tailored to learners' needs and Self-evaluation. They were

also still training on National Achievement Tests. This is in disagreement with scholars such as Bell (2010) who postulated that learners were supposed to plan their own inquiries, learning and research. This is not possible for learners to achieve on their own without proper guidance from well trained teachers. As put by IBE-UNESCO (2017), Teachers are supposed to be adequately prepared to tackle these new expectations from learners since the old pedagogy may not facilitate the Competency Based Curriculum effectively. Proper teacher preparation is also emphasized in studies by Reynolds (2009), who posits that knowledge, beliefs and values of the teacher are important in creating an effective learning environment. This implies that the teacher must possess the necessary skills to facilitate learning. These challenges cast aspersions on the effective implementation and management of the Competency Based Curriculum in public primary schools in Trans-Nzoia County, Kenya.

3. Conclusion

The study concluded that teachers in public primary schools were not trained for the implementation of the Competency Based Curriculum in public primary schools.

Compliance with ethical standards

Acknowledgments

There's need for reviewing the training program for teachers to include emphasis on training teachers to handle learners with special needs and key areas like Physical and Health Education.

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